

ADMINISTER A TEST

Administer a Test

Introduction

Throughout the next hour and a half you will be taught the procedures of how to administer a test. This will be done by covering nine main ideas: the purpose of testing, types of testing, methods of testing, how to gather test materials, how to prepare the environment, how to clarify directions, provide opportunity for questions, how to conduct testing, and how to score/grade a test.

Importance

As an instructor how do you know if students understood and learned the material you have presented? You probed during your instruction, you learned to “read faces”, but how do you really know if learning occurred? A test will provide you the feedback on whether learning occurred and if your teaching was effective or not.

Learning Objectives

TERMINAL LEARNING OBJECTIVE: Given the requirement to evaluate the student's learning, state in writing how to administer a test per the AFMAN 36-2236.

With the aid of references and given instructional materials and the requirement to present a lesson, prepare for instruction per the SAT Guide.

ENABLING LEARNING OBJECTIVES: Given the requirement to evaluate the student's learning, analyze how to gather test materials per the AFMAN 36-2236.

Given the requirement to evaluate the student's learning, analyze how to prepare the testing environment per the AFMAN 36-2236.

Given the requirement to evaluate the student's learning, analyze how to clarify directions per the AFMAN 36-2236.

Given the requirement to evaluate the student's learning, analyze how to provide opportunity for questions per the AFMAN 36-2236.

Given the requirement to evaluate the student's learning, analyze how to conduct testing per the AFMAN 36-2236.

Given the requirement to evaluate the student's learning, analyze how to score/grade a test per the AFMAN 36-2236.

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In this Lesson

This lesson discusses the follow topics:

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Purpose for Testing

Purpose

The primary purpose for testing is to improve instruction, thereby increase student learning, and to determine if learning objectives have been met. Learning objectives are tested to include, an explanation of what the student must do, how well it must be done, and under what type of conditions. To understand the purpose of testing, we must know what types of test can be given to obtain the knowledge and skill level of the student.

Types of Test

A student’s knowledge and skill level can be tested at different intervals before, during, and after the course of instruction. This is accomplished by a pre-test, progress test, and post-test.

| | |
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| Pre-Test | <p>A pre-test is administered to students prior to entry into a course or unit of instruction to determine the knowledge, skills, and behaviors the students already possess in a given subject. A pre-test is useful for tailoring instruction to match the entering student’s knowledge and skill level.</p> <p>Example: a pre-test may reveal that incoming students have in-depth knowledge of M16A2 rifle loading and unloading procedures. With this information, an instructor can teach loading and unloading procedures as a refresher only.</p> |
| Progress Test | <p>A progress test is administered throughout a course to evaluate student progress and to determine the degree to which students are accomplishing the learning objectives.</p> |
| Post-Test | <p>A post-test reveals the effectiveness of instruction and how well the student learned by determining whether or not the learning objectives were achieved. Test items are designed to duplicate the behavior expressed in the learning objectives so that this determination can be made.</p> |

Methods of Testing

Performance-Based Testing

This method of testing has a distinct advantage over written tests when the ability to express ideas or original thinking is to be measured by the student.

- ⇒ In some circumstances, a performance test may be a written test designed as a job sample for personnel whose responsibilities involve administrative or paper procedures.

Example: Filling out a DD Form 1351-2 (TAD Travel Voucher Form) is a valid performance test for a student who must prepare one on the job.

- ⇒ A performance test duplicates the job behavior(s) by using the same equipment, resources, setting, or circumstances that the student will encounter on the job.
 - ⇒ The Marine Corps strives for performance-based instruction and testing to increase the transfer of learning from the instructional environment to the job. For this reason, the Terminal Learning Objective(s) [TLO(s)] are derived from the ITS (the actual performance).
 - ⇒ The Enabling Learning Objective(s) [ELO(s)] are derived from knowledge and skills needed to support the TLO(s).
 - ⇒ A test item that requires the student to perform a task (or part of a task) that is performed on the job (whether the performance is filling out forms, writing operation orders, or operating a radio) is considered a performance-based test.
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Methods of Testing (cont)

Written Tests

The advantages of using written test items are a high degree of objectivity in scoring; the capability of measuring the acquisition of large numbers of facts, ideas, or principles in a relatively short time; and the convenience in the development of statistical analysis.

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|---|
| ⇒ Time, cost, safety, and resource constraints do not always permit performance-based testing. |
| ⇒ If LO behaviors must be downgraded because the schoolhouse cannot duplicate the performance or behavior, then the test item must mirror the LO. |
| ⇒ The LO is modified from the original performance-based to a knowledge-based LO and a written test item is developed. |
| ⇒ Written test items can still provide realistic scenarios or circumstances, but must measure the stated LO. |

Example: If resource constraints prevent the school from having the students "load the rifle," a downgraded learning objective and corresponding written test item would be required to describe how to load the rifle.

Frequent Used Test Items

Undoubtedly, written tests are the most frequently used means of measuring how well students will achieve their LO(s). Ideally, the test items written will be so mechanically sound that only students who have mastered the course content will be able to answer them correctly. The most frequent used written tests are:

- ☺ Multiple-Choice
- ☺ Matching
- ☺ True-False
- ☺ Essay
- ☺ Short Answer
- ☺ Completion (Fill in the Blank)

Methods of Testing (cont)

Authentic Assessments

Take-home tests... This type of test allows students to take the test at home with the use of references and resources.

Open-book tests... This type of test can reduce stress, but may decrease the student's motivation to study.

Paired testing... This type of test allows students to work in pairs on single essay exams. Pairs can be self-selected or assigned.

Portfolios... This may not be a specific test but merely a collection of student's work. A student's portfolio may include, sample papers (first drafts and revisions), journal entries, essay exams, and other work representative of the student's progress. Portfolios may be given a letter grade or pass/not pass.

*** This Information can be located in the book called "Tools for Teaching" by Barbara Gross Davis pages 245, 246, & 247.

Gather Test Materials

Purpose

When we talk about gathering test materials, an instructor needs to know the materials needed, the type of test to be given, and have access to the materials.

**Materials
Required**

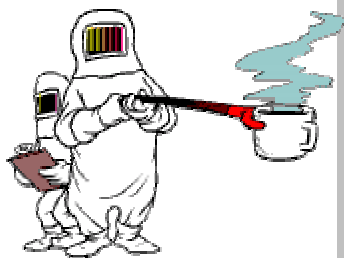
1. The materials needed to administer a test will depend on the type of test to be given.
 - ⇒ If the test is a written test, the instructor needs enough copies of the test, test booklets, and answer sheets for each student. The instructor should also ensure the students have a writing instrument (pen/pencil) to answer the questions.
 - ⇒ We should also have on hand extra answer sheets, pencils, or materials that may be needed.
 - ⇒ If the test is performance-based such as disassemble/assemble an M16A2, the instructor will need at least one M16A2 and performance checklists for the students to demonstrate the ability to disassemble/assemble the M16A2.
2. When gathering materials, here are some simple questions an instructor should ask prior to testing; the who, what, where, when, and how questions.

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|--|
| Who will be administering the test? |
| What type of test is being administered? |
| Where are test materials located and does liaison need to be made to access materials? |
| Where is the test being administered? |
| When is the test being administered? |
| How is the test being administered? |

Prepare the Environment

Purpose When preparing the environment, the selection of a place to administer a test is very important for reliable testing results.

Key Elements



| Some of the key elements that need to be considered are as follows: | |
|---|--|
| | Arrange for tests to be administered in the morning. There's a higher probability that students are fresh and alert, rather than in the afternoon when they are tired and less likely to be at their best. |
| | Ensure the environment is prepared but also that it is conducive to testing such as: quiet, adequate lighting, well ventilated with ample working space. |
| | Arrive at the examination room well in advance of the class to ensure all test materials have been gathered, are assembled, and ready when administrating the test to the students. Some instructors prefer to have test papers and other materials in place prior to the students arriving. |
| | Post a sign or a placard outside each doorway to inform that a test is being conducted. |
| | Instructors should follow their local SOP procedures for handling visits by distinguished guests. |
| | Ensure that logistical and safety requirements are met. |

Clarify Directions

Definition

When we as instructors administer a test, we must provide clear and concise instructions/directions to avoid confusion. When students understand exactly what they are supposed to do, they are less likely to become nervous or tense. Therefore, their test scores will represent a more accurate picture of their achievement. Although carefully written instructions/directions for taking the test should be a part of the test, oral directions should be given as well. When providing instructions/directions to the students there are some key elements that we need to keep in mind.

Test Directions

A complete set of instructions provided in written form, orally, or by visual aid should specify at a minimum the following:

| Item # | Test Directions |
|--------|---|
| 1 | Testing instructions should be kept uniform from class to class. |
| 2 | The time allowed for parts or the total test. |
| 3 | The number of items in the test should indicate clearly how each student should respond. It is often a good plan to give a sample item with the correct response. |
| 4 | Students should be directed on whether to proceed individually, from part to part, from page to page, whether to wait for a signal, or further instructions. |
| 5 | If the test has time limits, these need to be announced and observed. Example: Beginning and ending times written on the chalk or dry erase board. |
| 6 | Inform students to keep their eyes on their own paper. |
| 7 | Tell the students the procedure to follow when they have completed the test. Are they free to turn in their papers and leave the room or are they to remain seated until all materials are collected? |
| 8 | Inform students of what test and other references or tools may be used during the test. |

Provide Opportunity For Questions

Definition

Once the students have received instructions/directions, the instructor needs to invite the student to ask questions concerning testing procedures. The instruction also must make it clear whether questions may or may not be asked once the test begins. If any student(s) have questions, be verbally clear on your instructions/directions and check back with the student(s) to ensure they understand the directions mentioned. Students should be provided the opportunity for questions prior to the test and they should be advised to whether questions will be accepted once the test begins.

Conduct Testing

Purpose

After we have gathered the test materials, prepared the environment, given instructions/directions to the students, and provided them with the opportunity to ask questions; we are then able to conduct testing. Some elements that an instructor should keep in mind when conducting a test are as follows:

Elements



| Item | Elements |
|------|---|
| 1 | Start and stop the test on time if a time has been given. |
| 2 | Monitor the test throughout the test period by frequently walking about the classroom. |
| 3 | Keep distractions to a minimum. |
| 4 | After testing, collect all test materials in a predetermined order and then conduct a review of the test. |

Scoring/Grading a Test

Written Test

A test may be valid, reliable, and comprehensive; but if not scored/graded properly then individual scores/grades are useless.



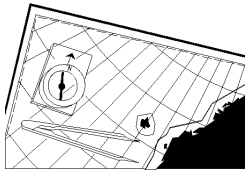
When scoring/grading written tests, a score key along with an answer key must be obtained to maintain standard results for each test being scored/graded.

Scoring is nothing more than marking the correct answers on a copy of the test and then utilizing it to score/grade the students' tests.

Example: If you have a bubble sheet test involving a, b, c, d, or e, it is possible to take a copy of that test and punch out the desired answers. Then you can utilize it as a key to score/grade the tests.

Performance Tests

When scoring/grading a performance based test, a performance checklist must be made. This checklist must be configured to a skill level, which shows whether the student has accomplished the desired skill.



Some performance checklists may only involve a master or non-master qualification. In this case, if multiple instructors are involved in the scoring/grading process, all instructors must use the same scoring/grading procedure.

Example: If one instructor assigns a "Poor" score and another instructor assigns a "Good" score to the same paper, the grades may express instructor bias and not student proficiency.



A mind is a fire to be kindled, not a vessel to be filled.

Plutarch

References

AFMAN.

DOD MILITARY HDBK 29612-2

SAT GUIDE.

ASSESSMENT OF STUDENT ACHIEVEMENT.

Notes



Test Administration

JUST BEFORE TESTING

1. Try to arrange for tests to be conducted during morning.
2. Arrive at testing location well in advance.
3. Ensure tables/desks are cleared... (classroom environment).
4. Distribute materials to predetermined order.
5. Check lighting and ventilation... (classroom environment).
6. Post a sign, "Testing-Please Do Not Disturb".
7. Follow local SOP for handling special guests.

GIVING TEST DIRECTIONS

1. Keep instructions uniform from class to class.
2. Read directions exactly as given.
3. Write beginning and ending time on chalk/dry erase board.
4. Inform students to keep eyes on their own test.
5. Give instructions on what to do after completing test.
6. Inform students what references or tools may be used.
7. Provide students opportunity to ask questions.
8. Be clear and concise with answers to students' questions.

CONDUCT TEST

1. Begin and end test on time if given.
2. Monitor test throughout by frequently walking around.
3. Keep distractions to a minimum.

JUST AFTER TESTING

1. Collect all test materials in a predetermined order.
2. Conduct a review of the test with the students.